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ABSTRACT

The Asian Newcomer Parent Program (ANPP), was intended to provide newly immigrated parents some of the same opportunities as their children to learn English, to understand American mores and lifestyles, and to transcend some of the cultural and communication barriers within the family unit. The project is described in the second-year report, which discusses problems encountered and achievements in relation to the following program goals: (1) to act as a reception center for Asian newcomers, (2) to conduct a program demonstrating the community centered curriculum, (3) to provide ongoing supportive services and articulation with other programs, (4) to provide progress evaluation of parent learners and learners' assessment of program and materials, (5) to expand and refine the curriculum materials to the cycle one and cycle two format, (6) to begin dissemination of the curriculum materials, and (7) to work out plans with the community college district for their absorption of the Program. The project resulted in the development of two volumes of curriculum materials "Everyday English", available through the ANPP. Program data, the two-cycle program operation model for mini-units, testing materials, and test scores are provided. Concluding the document is the 1973 ANPP program evaluation based on a questionnaire administered to 75 participants. (MW)

ED105705

PROGRAM YEAR 2

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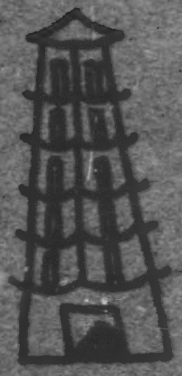

Asian Newcomer Parent Program

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ASIAN NEWCOMER PARENT PROGRAM

SECOND YEAR REPORT

JULY 1, 1972 - JUNE 30, 1973

The project reported herein was supported by a grant from the Department of Health, Education and Welfare, Office of Education - -
Grant No. OEG-0-71-4481 (324)
Adult Education Act Section 309(b)

ASIAN NEWCOMER PARENT PROGRAM
sponsored by the Education Center for Chinese
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ASIAN NEWCOMER PARENT PROGRAM

The Asian Newcomer Parent Program was funded as an Adult Basic Education demonstration project. Its two main functions are to develop curriculum and materials and to establish a model English language and community orientation program for newly-arrived Asian immigrants. ANPP is funded through a grant from the Adult Education Act (Section 309(b) Title III, P.L., 91-230), and administered by the Education Center for Chinese. This program operating in conjunction with a separate but related newcomer program for elementary school children (Chinese Education Center) provides opportunity for Asian immigrant families to learn English while becoming familiar with the services and resources of the community.

A two cycle Mini-Unit format was chosen to accommodate the continual influx of new immigrants seeking English instruction. The structural content of the Cycle I Mini-Units consists of very basic English structures. These structures are presented in sequence, 10 consecutive times (once in each of the 10 Mini-Units). Each Mini-Unit lasts approximately 10 hours. The structures introduced in Cycle I are expanded and other more complex grammatical concepts are presented in Cycle II. Cycle II contrasts with Cycle I in time duration, structural complexity, information content, and related classroom activities. Each Cycle II Mini-Unit lasts 20 hours.

The topics of these Mini-Units deal with the various aspects of community life with which the immigrant must come to grips in order to do more than just survive in his new country. The cultural differences in the treatment of such areas as the shopping and storage of food, applying for a job, parent and school relationships, housing and transportation are the vehicles by which the basic English structures and vocabularies are introduced and practiced.

The Asian Newcomer Parent Program serves as a reception center in cooperation with other agencies and provides services in the following areas:

1. Reception and screening for proper placement in a language program.
2. Initial counseling/referral for family, social, medical, and employment needs.
3. Orientation to the community and its resources focusing on the educational system.
4. English language development programs.
5. Articulation with continuing education programs.

The following report is the culmination of two years work for the Asian Newcomer Parent Program. The "products" of these two years include a set of curriculum materials for English language teaching (geared to level 100 of the San Francisco Community College District ESL Master Plan) and the establishment of a model basic English/community orientation program for newcomer adults in San Francisco.

In this report we will concentrate on a discussion of the program aspect of the project as the Everyday English curriculum materials (in two volumes) are now available and may be examined separately.

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GOALS AND ACHIEVEMENT

The following were goals established for the Asian Newcomer Parent Program for its second year of operation. The discussion relates to the achievement of these goals, some of the problems encountered, how they were resolved, and, finally, some projections for the third year of operation.

I. TO ACT AS A RECEPTION CENTER FOR ASIAN NEWCOMERS

Screening and Placement Applicants to the program were interviewed using OE Form 3121-3 plus an ANPP supplementary sheet. They were then tested with the Ilyin Oral Interview (Newbury House). Applicants who tested higher than "0" on the Ilyin test, whose English level was judged too high for ANPP placement, and who already had basic knowledge of community resources were referred to other programs.[1]

Counseling and Referrals Applicants were counseled on their educational needs and referred to other agencies for medical and social help when requested.[2]

The Asian Newcomer Parent Program has developed and demonstrated a successful model for a reception center in the Chinatown North Beach area. For the 329 people who have applied with us this year, we have provided two important initial services:

1. Central intake A central reception center avoids the waste of energy to both learners and staff. In the regular system, learners go from one program to another trying to find the proper class for themselves.

2. Supportive services Supportives services including counseling, paraprofessional assistance and clerical help were necessary to a program that really met total needs of learners, and, therefore, maintaining a positive learning environment that led to higher achievement.

Problems and Projections There has been some misunderstanding among some teachers in the community that the ANPP staff will be administering all ESL classes in Chinatown North Beach. Meetings have been held to allay these apprehensions by explaining that the ANPP has been attempting only to develop and demonstrate a reception center model that the San Francisco Community College District will adopt.

[1] See appendix - program data.
[2] Ibid.

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The projection for the third year is to continue demonstrating the reception center model and to actively work with the San Francisco Community College District and the Chinese Advisory Committee to the SFCCD to provide this centralized intake and placement service, first within the Chinatown North Beach area and then, hopefully, to be spread to other communities.

II. TO CONDUCT A PROGRAM DEMONSTRATING THE ASIAN NEWCOMER PARENT PROGRAM COMMUNITY CENTERED CURRICULUM

New Location The ANPP offices were moved in November, 1972 to 2 Waverly Place in Chinatown. Two classes were established at the new location, while four classes continued to operate at Hancock School in North Beach.

Language Levels Each site included a Cycle I and a Cycle II group plus an Introduction group where new learners first learn their personal data in English, get used to classroom procedures, learn how to use the audio-visual equipment, and are introduced to classroom ESL methodologies.[1]

Instruction Classroom lessons were based on the revised Cycle I and Cycle II teacher guides.[2] The classroom work was augmented by related important activities.

Guest Speakers and Discussions Guest speakers and/or films were presented on community resources such as the Dept. of Human Resources Development, the Family Planning Education Project, the Community Mental Health Program, the San Francisco Public Health Services, San Francisco banking services, etc. These discussion meetings were of great value as first hand sources of information.

Field Experiences Visits to various community resources continued to be an important part of the curriculum.[3] Again, there was some reluctance at the beginning of the year among some parent learners to participate in field experiences. Some mentioned they were too tired to go (especially night time learners), but those who attended felt field experiences were worthwhile learning experiences. A video tape we made has helped to show our parents (and others) the real learning of English and community information that occurs during a well-planned field experience.

[1]See program operation model in appendix.
[2]Ibid.
[3]See field experience packets in Everyday English, Volume I.

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Video Tapes The video tape mentioned in the previous paragraph was made of a group visiting the Greyhound Bus Station. It shows the group preparing for the trip by going through pre-trip exercises, practicing English during the trip (with the teacher and Greyhound staff), gaining information on bus travel, and, finally, engaging in post-trip exercises. Tapes like these have helped our own learners and staff see the learning possibilities of field experiences, but more important, they have helped to influence other community teachers to consider providing similar field experiences.

The ANPP has made some other successful use of its video tape equipment this year.

1. New participants watched a tape describing the ANPP program particularly the unique Cycle I and Cycle II format.

2. A tape on the ANPP materials, showing presentation of the same structural set as new information in each module has helped us to explain our curricular model.

3. The field experience video tape has also helped to show visitors to the program the idea of using the community as curriculum.

There will be summer workshops conducted by Curtis Choy of the Chinese Media Committee for staff members to improve their skills with the camera, so that the equipment can be utilized even better. The Media Committee has been very cooperative in sharing their production expertise and equipment.

Flash Card Readers Extra language practice was provided before classes, during the break or after classes with the Flash Card Readers (Electronics Futures, Inc.)

Cassette Tape Recorders Learners were able to borrow tape recorders and tapes of drills just learned in class for added reinforcement at home.

Cultural and Calendar Events Observing cultural and calendar events continued to be an expedient way of introducing the new culture.[1] Again, the goals were providing information, intepretation and related language learning activities.

[1]See sample cultural event handout in Everyday English, Volume I.

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Community Participation Our parent learners starting to participate in concerns and activities of the community can be another indication of the orientation process. This year our parents were involved in a number of activities that related to their own and their families' welfare.

Many parents participated in the effort to retain child care services in the community by signing petitions and appearing at two demonstrations. Another concern among our parents was the projected closing of Commodore Stockton School Annex due to earthquake safety factors. Their opposition, along with those of other residents, has helped the school district to revise their plans so that the Annex can be kept for special community programs. And just recently, ANPP parents (on their own initiative) gathered signatures together which helped influence the Community College District to hold summer classes at Hancock School for the first time.

Some Problems Finding adequate space to hold classes, for office use and, in the past several months, to produce the materials, has been a real problem in this space limited community.

There was a threat that we would lose the use of Room 7 at Hancock School because of the school's acquisition of ESEA funds for special programming next year. However, we wanted to maintain a program in the North Beach area[1] because there is a definite need and to prove to the community the benefits of parents, especially newcomers, being in a public school regularly and interacting positively with the staff and children.

Child Care Pressure from the Board of the Education Center for Chinese has helped ANPP to retain Room 7 for next year, but we are still looking for some place to house our fledging child care project. It has always been a premise of the ANPP that if we are to serve parents, we must provide child care for mothers who have preschoolers. We have been trying out a program using both mothers and volunteers, but it has been only partly successful because of the lack of space to operate at Hancock School.

The child care situation at the Chinatown location has proven less of a problem. The First Chinese Baptist Church across the street from us has a well-equipped nursery and has kindly lent us the space. Our only task was to staff the program. A promising solution next fall is the Community Mental Health Children's Program. It has offered to take care of children whose mothers are attending ESL classes.

[1]North Beach is a neighborhood adjacent to Chinatown proper that is now largely Chinese in population.

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Family Education Focus The ANPP continued to be in close relationship to the Chinese Education Center (CEC), the children's reception center that the ECC helped initiate.

There was an increase in enrollment of CEC parents at ANPP, largely due to our attending CEC parent meetings and our being located in Chinatown. Close liaison was maintained between both staff, with Mr. Michael Kittredge, CEC Director, also acting as our program administrative consultant.

Joint activities included staff meetings together, a workshop on pronunciation problems, and celebrating of cultural events such as Thanksgiving, Christmas, Chinese New Year and Easter.

Claudia Jeung, CEC resource teacher and director of its summer program, will be working with our staff this summer to initiate a cassette tape ESL project that we hope will provide the opportunity for parent and child learning together.

III. TO PROVIDE ONGOING SUPPORTIVE SERVICES AND ARTICULATION WITH OTHER PROGRAMS

Counseling The community coordinator and associate professionals were available on a regular basis to the various classes. After good rapport was established with the parents, many of them requested help either after class or at our office.[1]

Referrals With the moving of Chinese Newcomers Service Center downstairs (a United Bay Area Crusade information and referral service), referrals were often made to them. They in turn sent their ESL or education inquires to ANPP.

Another indication of ANPP cooperation within the community is the recent publication of a booklet in Chinese on how to use the telephone - a joint venture of ANPP, the Chinese Newcomers Service Center, Chinese for Affirmative Action and the Metropolitan Pacific Telephone Community Relations Team.

Articulation Contacts were made to all the programs to which we referred people. In locations where there was no administrator in charge, we picked a teacher whom we knew to help expedite proper placement. A form with placement test results and other relevant information was sent with the applicant. Very often, phone calls were made on behalf of the applicant.

[1]See appendix - program data.

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Orientation Meetings Meetings were held early in the school year with the staff and administrators of the Chinatown North Beach English Language Center, Cumberland Adult Classes, Commodore Stockton Evening Adult Classes, Alemany Community College Education, John Adams Center, etc., to acquaint them with the ANPP, our sending referrals to them, and describing our curriculum development program.

IV. TO PROVIDE PROGRESS EVALUATION OF PARENT LEARNERS AND LEARNERS' ASSESSMENT OF PROGRAM AND MATERIALS

Progress Evaluation With the change to the new two cycle format, formal testing of learners after each module was disbanded because learners were not expected to master all of the structures of the modules until the end of the cycle. Learners were tested, however, after the completion of Cycle I.[1] This was a three part test that included:

1. A structure test.
2. A picture recognition test - for audio discrimination and general comprehension.
3. An oral production test - for comprehension and oral production.

Learners at the end of Cycle II were administered the ANPP adapted English-Second-Language Placement Test (EPT) - 100-200-300 of the San Francisco Community College District.[2]

Parents Learners' Perception Aside from frequent feedback sessions with teachers, the community coordinator and associate professionals, more formal evaluations of the program and materials were gathered through:

1. A questionnaire for parents developed by Dr. John Lum and the ANPP staff.[3]
2. A questionnaire for ANPP parents' children to seek correlation between their ANPP experience and improved parent-child relationships.[4]
3. A questionnaire sent to former participants to see if there was continuation of ESL study, improvement of economic situation,[5] and other signs of acculturation or mobility.
4. A questionnaire and discussion meeting with each class to seek ideas and interest for the third year curriculum.[6]

[1]See sample test in appendix.
[2]See results and discussion in appendix.
[3]See sample questionnaires in appendix.
[4]Ibid.
[5]Ibid.
[6]Ibid.

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Independent Evaluation The independent evaluation of the project this year was again under Dr. John Lum, who was assisted by Mr. Antonio De Maio and Mr. Philip Lum.[1]

V. TO EXPAND AND REFINE THE CURRICULUM MATERIALS TO THE CYCLE I AND CYCLE II FORMAT

New Materials During the second program year, the ideas of the first year - a community centered context presented in a limited structural set and a cyclical format - were maintained but realized more systematically and in greater detail through the addition of audio-lingual devices for presenting material. Conversations and short stories have been included to present new material with pattern drills focusing on this material.

Independent Units The community context modules were refined and developed as ten structurally and lexically independent units for each cycle with no fixed sequence within the cycles. The Personal Data module was shortened from a structurally demanding, 20-hour unit into a much simpler Introduction unit usually requiring no more than ten hours and including only basic personal information such as name, address, phone number.

Material Evaluation Each context module has been classroom tested, reviewed by the curriculum consultant, re-written according to this feedback, and duplicated for distribution.

Illustrations Appropriate illustrations to use as visual aids have been drawn for all the modules by Ms. Elee Mao.

Handouts Information handouts that parallel the context of the English language materials have been written and translated for all the modules. The handouts provide pertinent detailed information that is too complex for the beginner learner in English.

VI. TO BEGIN DISSEMINATION OF THE CURRICULUM MATERIALS

The ANPP staff attended many professional and community functions to describe the program and the Everyday English materials. The emphasis were on the flexibility of the curriculum, its ability to accommodate learners entering classes at any time during the year, and its proven teachability.

[1]See independent evaluation report in appendix.

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Programs Adopting ANPP Materials Other programs that used ANPP materials this year included:

1. Sacramento City Unified School District.[1]
2. The Chinese Bilingual Project (Title VII) parent ESL group - Jane Tom.
3. First Chinese Baptist Church evening classes - Vicky Low Oei.
4. Telegraph Hill Family School - Lily Lim.

Workshops and Meetings Various workshops and meetings were held to introduce the materials and to find a group of teachers who would test the Cycle I and Cycle II materials again for us next year. Training seminars will be held with them before the fall semester.

1. Modularized Curriculum: One Approach To The Problem of Continuing Enrollment Through Mini-Units, preconvention workshop led by Johnnie Prather and June Quan at TESOL Convention, San Juan, Puerto Rico, May 1973
2. Meetings with Cumberland Adult ESL staff, January 1973
3. Meeting with First Chinese Baptist ESL staff, February 1973
4. Exchange meetings with the staff at the Chinatown-North Beach English Language Center, November 1972
5. Meeting with Level 100-200 teachers at Alemany Community College District headquarters to discuss modularized curriculum, May 1973
6. Meeting with city-wide ESL teachers at Community College District headquarters to discuss modularized curriculum, May 1973
7. Meeting with Chinatown ESL teachers, May 1973
8. Presentation of the ANPP to the National Bilingual Leadership Training Institute at the Hilton Inn, San Francisco Airport, February 1973
9. Presentation of ANPP at Far West Laboratory workshop on ABE at the Jack Tar Hotel, June 1973

[1]See attached letter.

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Materials Display Samples of our materials have been displayed and distributed.

1. CATESOL Conference, April 1973, San Diego, CA
2. First International Multilingual-Multicultural Conference, April 1973, San Diego, CA
3. Holy Name College meeting of ESL teachers.
4. Right to Read exhibit, Commodore Sloat School
5. Sample packet for English Language Center (DHEW/ABE), Chinatown Planning Council, New York City
6. Sample packet of materials to participants of TESOL preconvention workshop.
7. Sample packet for Mao Chung Nien, Commissioner of Overseas Chinese Affairs of the Republic of China.

Publications The ANPP was mentioned in the following publications this year.

1. Issues, Far West Laboratory ABE staff development project newsletter, May/June 1973
2. CATESOL newsletter, September 1973
3. School News, S. F. Unified School District Office of Desegregation and Integration newsletter, December 1972
4. EAST-WEST, Chinese-English Weekley, April 1973
5. Chinese Times - daily, September 1972, February 1973, April 1973

Visits to Project Numerous groups and individuals have visited the project during the year. They have included such diverse groups as Vista Volunteers, California State University TESOL graduate students, Chinese-Americans Respond to Employment and Services (CARES) and the Metropolitan Community Relations Team of Pacific Telephone.

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Liaison With Asian ESL Projects Exchange visits with sister projects were made with the English Language Center (Susan Hsu) in New York City, the Bridging the Asian Gap (Sadae Iwataki) project in Los Angeles, and the Seattle Model Cities Adult ESL project (Linda Yang). ANPP has also been in correspondence with Juliana Mark of the Association of Chinese Educators (ACE) of Chicago. Contact with other ESL projects serving Asians has also been made at the Multilingual-Multicultural Conference and at the TESOL Convention.

Television One of our classes was featured in a program on services for newcomers in San Francisco Chinatown on KTVU Chanel 2 in September, 1972.

Radio Staff from both CEC and ANPP were interviewed over KPFA, the local educational station, to discuss the newcomer family education approach.

Limited Copyright More publicity for the materials developed is needed. At the moment, we have a list of over 300 requests for them. As publicity increases the number of requests, we will need a source of further publication. The ECC is now in the process of applying for a limited copyright so that the staff can pursue the possibility of commercial publication in order to increase distribution of the materials.

VII. TO WORK OUT PLANS WITH THE COMMUNITY COLLEGE DISTRICT FOR THEIR ABSORPTION OF THE ASIAN NEWCOMER PARENT PROGRAM

The following progress has been made in working out plans with the San Francisco Community College District to absorb the program.

1. Judge Harry W. Low, Chairman of the Education Center for Chinese Board has appeared before the Board of Governors of the SFCCD to discuss educational problems in Chinatown and the Asian Newcomer Parent Program.

2. The ECC board has had informal meetings with Dr. Louis Batmale, Chancellor of SFCCD.

3. ANPP project director has consulted with William Tresnon, director of Alemany Community College Education Center (administrator of all classes for the Chinese community) concerning the assumption of the administrative cost of the program and establishment of a reception center located in Chinatown.

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4. ANPP project director has met with Mr. Laurent Broussal, director of the counseling services for SFCCD and has obtained a commitment for 15 hours/week of counseling time from Karen Ho, counselor.

5. ANPP has commitment of space at Hancock School in North Beach and at First Chinese Baptist Church in Chinatown for the third year of operation.

6. ANPP staff has met with community groups such as the Chinese Advisory Committee to the SFCCD to get support for a reception center in Chinatown.

At the conclusion of the second project year, the staff feels it has successfully achieved the prescribed goals as listed above. The project conducted a basic English/community orientation program for 265 people demonstrating the unique two cycle format and materials developed by the ANPP staff. These materials, developed initially during the first year, have been expanded, tested and refined, and the finished product, Everyday English, in two volumes is ready for dissemination.

Aside from the materials developed, the project has demonstrated to the community some important components necessary to a good adult education program. First, a reception center or some central intake service can save time and energy of both learners and staff. Secondly, supportive services are very necessary because when learners are helped with immediate social and medical needs, they are more ready to concentrate on such tasks as language learning. Thirdly, the limited child care services that ANPP has provided has shown that this is an absolutely essential service if parents are to be served. Child care services which can free parents to learn English and about community resources cannot help but improve the quality of family life, especially the newcomer family.

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PROGRAM DATA

SCREENING AND PLACEMENT

329 screened 9/72 - 6/73

265 enrolled 9/72 - 6/73

64 referred to other programs

- 4 Alemany Community College Education Center
- 7 Chinatown North Beach English Language Center
- 12 Cumberland Adult Classes
- 15 First Chinese Baptist Church - Evening Classes
- 2 Galileo Community College Education Center
- 17 Hancock School - Intermediate Class
- 1 International Institute
- 2 John Adams Community College Education Center
- 1 Pacific Heights Community College Education Center
- 2 Park Presidio Methodist Adult Classes
- 1 Washington Evening Adult Classes

CLASS SCHEDULES

Location	Group	Time	Enrollment 6/73
Hancock School	I	M - Th 9:30 a.m. - 12 noon	18
	II	M - Th 9:30 a.m. - 12 noon	16
	III	M - Th 7:00 p.m. - 9 p.m.	25
	IV	M - Th 7:00 p.m. - 9 p.m.	31
2 Waverly Place	I	M - Th 9:00 a.m. - 11:30 a.m.	24
	II	M - Th 9:00 a.m. - 11:30 a.m.	34

REASONS FOR LEAVING

119 left ANPP during school year

to intermediate ESL	17
to other programs	10
child care problems	17
change in work schedule	23
found jobs	31
health problems	6
location unsuitable	6
other reasons	9

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LEARNERS' BACKGROUNDS

91 men participants
174 women participants

AGE

18 - 20	1
21 - 30	46
31 - 35	54
36 - 40	73
51 - 60	75
61 & over	16

COUNTRIES OF EMIGRATION

Burma	6
Cuba	1
Holland	1
Hong Kong	232
Japan	5
Korea	3
Malaya	1
South America	5
Taiwan	11

LENGTH OF RESIDENCE IN UNITED STATES

under 2 mos.	14
2 - 6 mos.	53
7 - 12 mos.	50
1 yr. - 2 yrs.	53
2 yrs. - 3 yrs.	25
3 yrs. - 5 yrs.	46
5 yrs. or more	24

LANGUAGES AND DIALECTS SPOKEN

Burmese	6
Cantonese	155
Japanese	5
Korean	1
Mandarin	6
Shanghainese	3
Toyshanese	89

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EDUCATIONAL LEVELS

None	15
1 - 3 yrs.	11
3 - 5 yrs.	33
5 - 7 yrs.	97
7 - 9 yrs.	61
9 - 12 yrs.	43
some college	3
college graduate	2

PREVIOUS ESL TRAINING

None	166
ESL in U.S.	60
ESL in native country	34
MDTA or other	5

PREVIOUS EMPLOYMENT

Men

agricultural	0
industrial	40
clerical	34
professional	12
self employed	5

Women

agricultural	3
industrial	65
clerical	25
professional	12
self employed	4
housewives	65

PRESENT EMPLOYMENT

Men

agricultural	0
industrial	84
clerical	0
professional	1
self employed	1
unemployed/retired	5

Women

agricultural	0
industrial	83
clerical	0
professional	0
self employed	2
housewives	89

FAMILY INCOME

$2,000 - $3,000	2
$3,000 - $4,000	26
$4,000 - $5,000	65
$5,000 - $6,000	56
$6,000 - $7,000	26
$7,000 - $8,000	13
$8,000 - $9,000	8
$8,000 - $10,000	4
$10,000 & over	3
Undeclared	62

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COUNSELING AND REFERRAL

346 requests filled for information and help

TYPE OF HELP/REFERRAL

other ESL classes	53
other education	68
employment	49
housing	8
immigration	11
other legal	39
medical	29
public assistance	29
social security	5
transportation	18
other	37

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BEST COPY AVAILABLE

TWO CYCLE PROGRAM OPERATION MODEL FOR MINI-UNITS

A. Entry - Screening, Interviewing and Testing

The point of instructional entry for all Newcomer Parents will be the Personal Information Unit. This unit can be on a very individual (1:1) or small group (15) basis and can accommodate a continual influx of new participants. Its time duration for completion will be an average of 30 hours.

This unit will accomplish the following:

1. Establish the learner's identity in English.
2. Provide an introduction to the program.
3. Act as a holding unit until a Cycle I group begins a new Mini-Unit.

B. Cycle I (Entry Level of Mini-Units)

After the Personal Information Mini-Unit is completed, the participant will enter a Cycle I group that is beginning a new unit. Each Mini-Unit will be self-supporting in that the basic structures will be used that accommodate the semantical category of the Mini-Unit. Transference will take place from previous units, but it will not be a prerequisite for understanding the unit at hand. In other words, a new participant coming in at this time will be on equal footing in the unit.

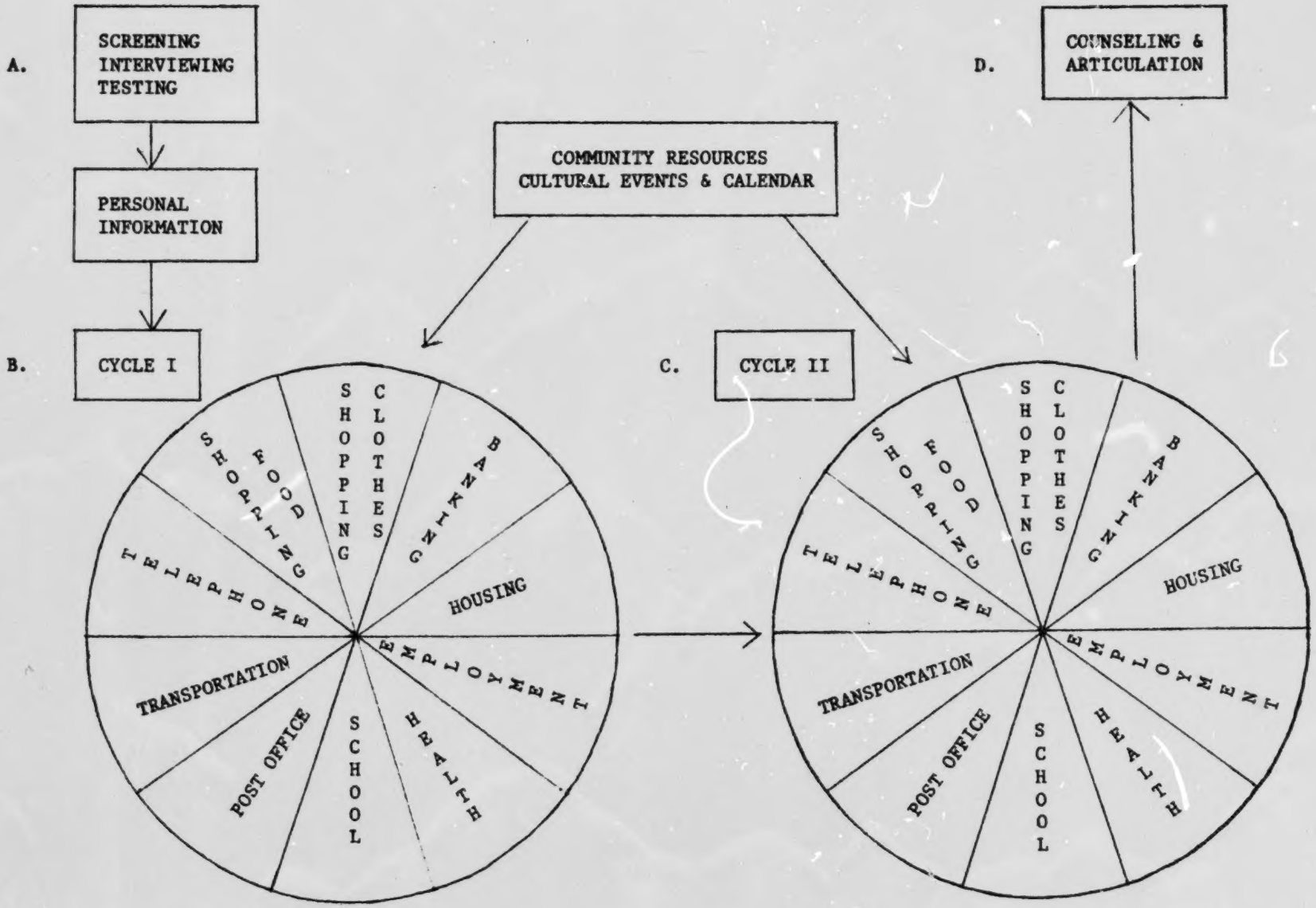
C. Cycle II (Expansion and Enrichment of Mini-Units)

When the participant completes Cycle I, he then may enter Cycle II directly or enter a review or preparatory stage until a new Mini-Unit in cycle is being started. As the name implies, this cycle will re-enter the topics covered in Cycle I (i.e., shopping, telephone, etc.) and will accelerate the participant's control of English structures and increase both his subject matter, vocabulary, and understanding of cultural differences in perspective. Again, each unit will be self-supporting allowing for entrance of new participants into the class at the beginning of any unit.

D. Counseling and Articulation

With the completion of Cycle II, the participant will have individual counseling in order that all his options for further education and training are made clear. When the participant makes his choice, he will be given the necessary information and direction for placement in either Level 200 E.S.L. with the Community College District program, Human Resources Development sponsored training program, (C.E.P., M.D.T.A.), local union programs, etc.

PROGRAM OPERATION MODEL



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STRUCTURE TEST - CYCLE I

Sample

A) Is that a cable car?

a) No. It bus.
b) No. It is a bus.
c) Yes. Is a bus.

B) What's that?

a) It's a letter.
b) Those are letters.
c) A letters.

C) Is he going to Grant Avenue?

a) Yes. He is taking the bus.
b) Yes. He take bus.
c) Yes. She taking bus.

D) What's his name?

a) He name Robert.
b) He Robert.
c) His name is Robert.

E) Where's the doctor's office?

a) It Stockton Street.
b) It's on Stockton Street.
c) They is Stockton Street.

F) What are you doing?

a) I is buy a money order.
b) He is buying a money order.
c) I am buying a money order.

G) What grade is your son in?

a) He kindergarten.
b) She is kindergarten.
c) He is in kindergarten.

H) My daughter is in first grade.

a) His teacher Mr. Chan.
b) Her teacher is Mr. Chan.
c) Mr. Chan her teacher.

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PICTURE TEST - CYCLE I

Sample

a) It's a bus.

b) Is it an apple?

c) They're letters.

d) He's going to the mailbox.

e) She's a waitress.

f) Are they vegetables?

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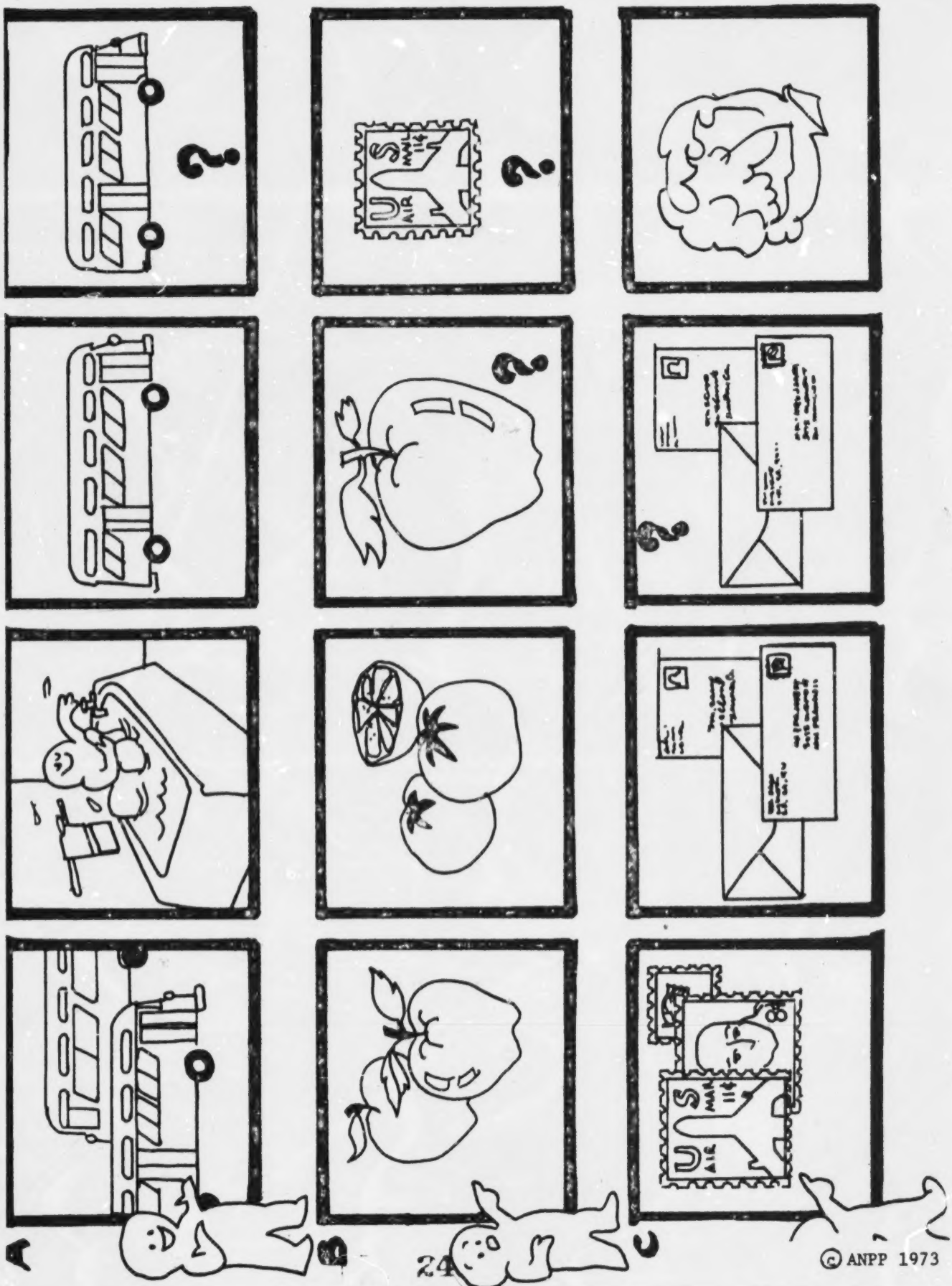

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U.S.
STAN
MAN
?
?
?

ORAL PRODUCTION TEST - CYCLE I

Instructions

A) Teacher gives Student 1 a command.

	Points
Correct performance	2
Partial performance	1
Incorrect performance	0

B) Teacher asks Student 1: "What are you doing?"

Correct information in correct structure	2
Correct information	1
Incorrect information	0

C) Teacher asks Student 2: "Is he _____?" varying for "Yes, he is." "No, he isn't." response.

Correct information in correct structure	2
Correct information	1
Incorrect information	0

D) Continue until all students have done both parts.

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ORAL PRODUCTION TEST - CYCLE I

Commands

Samples

stand up

sit down

go to the door

Test

1. Close the window.
2. Answer the phone.
3. Write your name.
4. Give me the stamp.
5. Call your friend.
6. Go to the supermarket.
7. Look in the phone book.
8. Give me the transfer.
9. Take cough medicine.
10. Open the letter.
11. Sign the check.
12. Drink tea.
13. Open the phone book.
14. Move the telephone.
15. Take aspirin.
16. Mail the letter.
17. Open the door.
18. Give me the money.
19. Take a break.

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Adapted EPT, 100-200-300
Sample Test Form A

1. Where are you?

   A. I is here.
   B. I am here.
   C. I are here.

2. This is my daughter.

   A. She goes to school.
   B. She go to school.
   C. She going to school.

3. What is that?

   A. She's a book.
   B. It's a book.
   C. Your're a book.

4. Are you tired?

   A. Yes, I tired.
   B. Yes, I is.
   C. Yes, I am.

5. I'm going at 2:00.

   A. When you go?
   B. When are you going?
   C. When you are going?

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Adapted EPT, 100-200-300
Sample Test Form B

1. A. He are over there.
   B. He is over there.
   C. He am over there.

2. A. He goes to work.
   B. He go to work.
   C. He going to work.

3. Do you work?

   A. Yes, I are.
   B. Yes, I am.
   C. Yes, I do.

4. A. How are you?
   B. How you are?
   C. How is you?

5. A. He is here yesterday.
   B. He was here yesterday.
   C. He here yesterday.

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FINAL TESTING

At the end of the year, the two classes which had completed Cycle II were given a standardized test based on Donna Ilyin's EPT, 100, 200, 300 - the most commonly used test for ESL placement in the San Francisco Community College District - and adapted to our learners' needs.

The original EPT is designed to place students in the first three levels of the ESL curriculum in adult schools throughout the city. As our classes could not be expected to place any higher than level 200, the test had to be adapted and shortened, so it would not be tedious and meaningless to the learners.

The Ilyin test consists of two 50-item forms, A and B, which are closely correlated. Each item is made up of three statements or questions, from which the learner is to choose the one structurally correct statement. For example:

1. A. When will they arrive?
   B. When arrived they?
   C. When they arriving?

The learner must make a correct decision based solely on structural information. No contextural reference or cues are provided. Since the material and teaching methods of ANPP made consistent use of contextual situations in order to teach language structure, the test was adapted to compare the results of tests including contextual items with tests that had items not in context.

From Form A, 25 items were chosen, based on the structures that had been directly taught in Cycles I and II, plus a few items that had not been directly taught in class, but occur frequently enough so that the learners might well have learned them outside of class. These 25 items were then each put in context. For example:

1. The people are coming next Saturday.

   A. When do arrive the people?
   B. When the people arriving?
   C. When will the people arrive?

From Form B, 25 items were again chosen on the same basis as for Form A, but the items remained out of context exactly as in the original test.

The test was further adapted by the addition of oral cues. Since the ANPP materials are oriented to an oral approach to language learning, and reading and writing are not emphasized, the learners would have been at a disadvantage if the test were administered in its written form only. Therefore, each item in both Forms A and B was recorded, and each item was played as the students read the items on their test papers.

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Each class took both Form A and Form B on two consecutive days. Before each test, a short practice test was given to familiarize the learners with the exact procedure to be followed in marking the answers. The context test was given on the first day. It was expected that the learners would score high on the form with all items in context.

The results of the two forms for the two participating classes are in the tables below.

Test Scores in Terms of Frequency Distribution, Mean, and Average (Median)

	Form A	Class 1	Form B
Score Range	No. of learners		No. of learners
24 - 25	0		0
21 - 23	1		3
18 - 20	5		3
15 - 17	3		6
12 - 14	3		4
9 - 11	0		4
6 - 8	4		0
3 - 5	0		0
0 - 2	0		0
	Total learners: 16		Total learners: 20
	Mean Score: 14.50		Mean Score: 15.67
	Average Score: 14.3		Average Score: 15.5

Class 2

24 - 25	0		0
21 - 23	0		0
18 - 20	1		2
15 - 17	6		5
12 - 14	4		7
9 - 11	4		1
6 - 8	1		1
3 - 5	0		0
0 - 2	0		0
	Total learners: 16		Total learners: 16
	Mean Score: 14.36		Mean Score: 15.11
	Average Score: 12.2		Average Score: 14.1

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Individual Learner Scores

Class 1

Learner	Form A	Form B	Improved 2nd Day
1.	14	-	-
2.	-	10	-
3.	-	11	-
4.	-	17	-
5.	19	23	yes
6.	-	13	-
7.	7	12	yes
8.	16	19	yes
9.	12	15	yes
10.	8	9	yes
11.	15	17	yes
12.	19	16	no
13.	18	20	yes
14.	8	12	yes
15.	14	16	yes
16.	18	21	yes
17.	17	16	no
18.	6	11	yes
19.	21	21	same
20.	18	14	no
21.		18	-

Class 2

Learner	Form A	Form B	Improved 2nd Day
1.	15	12	no
2.	15	15	same
3.	15	15	same
4.	16	15	no
5.	9	13	yes
6.	6	8	yes
7.	18	11	no
8.	12	14	yes
9.	15	17	yes
10.	11	18	yes
11.	17	19	yes
12.	12	13	yes
13.	9	16	yes
14.	13	13	same
15.	10	13	yes
16.	14	14	same

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Classes as a whole scored higher on Form B - the context free test - given on the second day. From this it can be assumed that the most crucial factor in test-taking for our learners is not whether or not structural items are presented in context, but practice in test-taking. This is evident in the improvement of class means and averages for each group as well as the improvement shown by individuals, the majority of whom scored higher on Form B, the second day.

The original Ilyin EPT determines Level 100 to be from 0 - 19 points. Above 19 is the 200 level. From the above charts it can be seen that the majority of our learners at this time would be placed in a fast Level 100 course in the regular ESL curriculum, and would move into Level 200 very quickly. Some are ready to enter a Level 200 course immediately.

If these test results are taken as one measure of our learners' progress, it is evident that the materials in Cycle I and Cycle II have successfully prepared newcomers to the language and culture to enter a more advanced level of English instruction. An adapted EPT 100, 200, 300 will be used with the same learners at the end of the third year to evaluate progress and to help place students at their appropriate levels in the Community College ESL program.

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ASIAN NEWCOMER PARENT PROGRAM

Evaluation of Program, 1973

2 Waverly Place
San Francisco, California 94102

ASIAN NEWCOMER PARENT PROGRAM
2 Waverly Place
San Francisco, California 94102

June 15, 1973

EVALUATION OF PROGRAM, 1973

A questionnaire designed to elicit responses concerning reasons for attendance in the Asian Newcomer Parent Program (ANPP) and effectiveness of the Program upon the participants was designed and administered to seventy-five parents. (See Appendix I for the complete questionnaire.) Results of the responses given and an interpretation of the data are hereby listed.

Question 1: "In coming to the Asian Newcomer Program, I wanted to. . ."

Participants were asked to rank from a list of thirteen specific reasons and one open (i.e., "other") response their motivation for attendance in the Program. As can be seen from the table below, the primary motivation for the students was the desire to learn how "to speak English." This was followed by a group of other reasons -- such as learning to read English, to understand English, to get a job, to get a better job, and to understand the community -- all essentially survival desires. It was in these areas that a majority of the respondents replied.

Table I: Desires of ANPP Parents (Item 1)

Desire	Pct. Responding
"learn to speak English"	99
"learn to read English".	69

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Table 1: Desires of ANPP Parents (cont.)

Desire	Pct. Responding
"learn to understand English"	64
"get a better job".	63
"understand my new community better". . . .	61
"learn to write English".	60
"get a job"	57
"learn about community resources"	49
"do my job better".	37
"meet new people"	31
"generally learn"	25
"learn to help my children with their school work"	24
"relieve my boredom".	23
"other reasons"	11

In general, social ("meet new people") and esthetic ("generally learn") desires were listed by a minority of the participants responding to the questionnaire.

Question 2: "Since coming to ANPP I have. . ."

This question was designed to seek results of class attendance in the Program. As can be seen, the questions are similar to those concerning the students' desires (Question 1). The vast majority of the students felt that they could speak some English. Two-thirds of the respondents indicated that they had made new friends, and a majority felt that they could understand, write and read some English.

With the exception of the item, "Learned about Community Resources," (which was checked by 49 percent of the students) relatively few students indicated other accomplishments.

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Table II: Perceived Outcomes by ANPP Parents
(Item 2)

Outcome	Pct. Responding
"learned to speak some English"	89
"made new friends"	67
"learned to understand some English"	63
"learned to write some English"	55
"learned to read some English"	53
"understood my community better"	49
"knew about community resources"	31
"got a job"	20
"generally learned"	20
"relieved my boredom"	19
"been able to help my children with their school work"	11
"what else"	9
"got a better job"	8

A consideration in designing this questionnaire was to compare the "desires" of the respondents with the "outcomes" of the Program. The rank order correlation between the "desires" and the "outcomes" is .57. This correlation was attenuated by two responses: "getting a better job" (essentially beyond the control of the Program) and "making new friends" (judged not to be an important factor in attending, but a frequent outcome of attending). If these two responses are omitted, the rank order correlation between aspirations and results would be .96. It is thus clear that the administrators of this project clearly perceived the wishes of the participants, and that the project met the needs of these parent participants.

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Question 3: "Do you plan to attend classes this summer or or next fall?"

Question 5: "Does the ANPP curriculum relate well to your needs in English?"

Question 8: "How interesting are the ANPP classes?"

Question 9: "How often do you come to class?"

Question 13: "How much money does it cost you to come to class each day (baby sitter, transportation, etc.)?"

Further evidence that the Program is meeting the needs of the students may be gained from the responses given for each of the above questions. From Table III, below, it can be seen that 97 percent of the participants plan to return next year; 97 percent feel that the Program related very well to their needs; and all thought the classes were interesting. Ninety percent of the students came to class every day -- a figure close to the average compulsory public school attendance.

Table III: Satisfaction with ANPP Program

(Items 3, 5, 8, 9, 13)

-- "Do you plan to attend classes this summer or next fall?"

a. 97% yes
b. 3% no

-- "Does the ANPP curriculum relate well to your needs in English?"

a. 97% very well
b. 2% somewhat
c. 1% not very well

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Table III: Satisfaction with ANPP Program
(continued)

-- "How interesting are the ANPP classes?"

a. 61% very interesting
b. 39% interesting
c. -0- not very interesting

-- "How often do you come to class?"

a. 89% almost every day
b. 11% about half the time
c. -0- less than half the time

-- "How much money does it cost you to come to class each day (baby sitter, transportation, etc.)?

a. 81% none
b. 5% $0.01-$0.50
c. 14% $0.51-$1.00
d. -0- more than $1.00

Question 13 attempted to ascertain if the students were expending their own money in order to attend classes. From the response given in Table III, above, it can be seen that close to 20 percent of the students do spend some amount of money in order to come to class, although most do not. It is suggested that the directors of the Program determine if the lack of funds among the participants is a detriment to the Program's attendance pattern. If this should be the case, then perhaps funds should be sought in order to make it possible for other parents to avail themselves of the services of this Program.

Question 6: "Do you now understand some English in the following areas: (a) on your job; (b) in your daily activities; (c) at home with children and spouse; (d) with community and government agencies?

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Question 7: "Do you now speak some English in the following areas: (a) on your job; (b) in your daily activities; (c) at home with children and spouse; (d) with community and government agencies?

Questions 6 and 7 have attempted to ascertain the degree of improvement in four areas of living: work, daily activities, at home, and with various social/governmental agencies. Results of these questions are presented in Table IV, below. It can be seen that English is spoken and understood most often in the field of work and in daily activities, while this language is least used at home and in contact with different agencies. These results are consistent with the "desires" expressed in Table I and with the "outcomes" shown in Table II. It does appear that the students feel that they understand English better than speak it.

Table IV: Students' Perceptions of Understanding and Speaking English in Four Areas

(Items 6, 7)

-- "Do you now understand some English in the following areas?"

	A Lot	Some	Very Little	Not Applicable
(a) On your job	7	50	41	2
(b) In your daily activities	9	45	46	0
(c) At home with children, spouse	8	18	72	3
(d) With community, government agencies	0	8	79	13

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Table IV: Students' Perceptions of Understanding and Speaking English in Four Areas
(continued)

-- "Do you now speak some English in the following areas?"

	A Lot	Some	Very Little	Not Applicable
(a) On your job	2	26	70	2
(b) In your daily activities	4	33	63	0
(c) At home with children, spouse	5	22	70	3
(d) With community, government agencies	0	10	70	20

Question 4: "Do you go anywhere recreationally where English is spoken (movies, parks, shopping centers, the zoo, etc.)?"

An attempt was made to check the accuracy of the students' perceptions with this question. A yes/no answer was elicited. Of those responding, over half (57 percent) said that they do frequent such places. Evidently, the students feel comfortable enough with the English language that they willingly seek out such places.

Question 10: "Did you obtain a job since coming to the ANPP?"

Question 11: "If you work, do you perform your job better now because you understand English better?"

Question 12: "If you work, do you perform your job better now because you speak English better?"

This phase of the questionnaire (Questions 10, 11, 12) sought information on job-related activities. Question 10 asked the students if they had obtained a job since starting the Program. Fourteen replied yes. Of these fourteen, eleven

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indicated that the ANPP had helped them in obtaining their positions. Questions 11 and 12 asked the students about their job performances (if working) since they started attending classes in the Program. These results are presented in Table V:

Table V: Job Performance and Understanding/Speaking English

(Items 11, 12)

-- "If you work, do you perform your job better now because you understand English better?"

69%	Yes
10%	No
21%	No, don't use English on my job

-- "If you work, do you perform your job better now because you speak English better?"

74%	Yes
3%	No
23%	No, don't use English on my job

Overwhelmingly, the students feel that they are performing their job better (where applicable) because of their increased command of the English language. Clearly, this aspect of the Program was most successful.

Question 14: "How often do you stay after class or during the break to talk with the teacher or students?"

Question 15: "Have you made some new friends at ANPP?"

From Table II it was clear that the social aspect of the Program appeared to be quite pronounced. Other questions which attempted to assess this effect were the above two. The first, Question 14, asked how often the students stayed after class or during breaks to socialize with the teacher or other students.

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The results obtained were as follow:

19% often
64% sometimes
17% hardly ever

These results are not consistent with the responses given to Question 15, where 96 percent of the students reported that they had made new friends at the ANPP classes. It should also be noted that those students who left the classroom at break time in order to socialize with their friends are not reported here.

Question 16: "Do you like your child's school?"

Question 17: "Have you visited your child's school?"
"If yes, was it for (a) parent-teacher conference; (b) meeting; (c) open house; (d) other reason(s)?"

Question 18: "What are the name(s) of your child/children's (a) principal(s); (b) school(s); (c) teacher(s)?"

Question 19: "Do you help your child with his homework?"

Question 20: "Does your child understand his school work?"

The last aspect of the questionnaire related to the parents' role as vis-a-vis their children's school and schooling. As Table I had indicated, the parents expressed little desire to be able to help their children with homework problems, and this response is further reflected in the large number of omitted responses in this section of the questionnaire: over 50 percent for each question.

It is unknown if this lack of response is a result of a misconstrued intrusion into a private sphere on the part of

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the parents, or mere naivete among the Program participants. It should also be brought out at this point that Chinese parents have traditionally stayed away from affairs of their children's schools, and this deliberate non-involvement on the part of Chinese parents in general may account for the lack of responses in this section.

This section on the schooling of the participants' children began with the question, "Do you like your child's school?" Only thirty-five parents responded (i.e., 53 percent omitted a response):

63% very much
29% it's okay
9% not very much

Responses to the remaining questions, 17-20, are summarized in the following table:

Table VI: ANPP Parents' Responses to School Questions
(Items 17, 18, 19, 20)

-- "Have you visited your child's school?"

79% yes
21% no

"If yes, was it for

19% parent-teacher conference
12% meeting
8% open house
-0- other (please specify)"

-- "What are the name(s) of your child/children's

4% principal(s)
8% school(s)
8% teacher(s)

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Table VI: ANPP Parents' Responses to School Questions
(continued)

-- "Do you help your child with his homework?"

5%	often
37%	sometimes
37%	not very often
21%	never

-- "Does your child understand his school work?"

10%	almost always
60%	most times
30%	hardly ever

Four out of five of those responding had visited their child's school (Question 17), but very few gave the names of the teachers, principals, or schools involved (Question 18).

As would be expected from the responses given in Table I and Table II, most of the parents do not help their children with their homework or schoolwork (Question 19), but those responding to Question 20 feel that their children do understand their school assignments "most of the time."

In summary, it appears that generally the Program has been most successful in meeting the expectations of the participants. The ANPP parents have increased their skills in the English language in much the same order as they expected and to the point where the majority of these participants will go to places where English is spoken for "leisure and pleasure."

It also appears that the ANPP parents feel that they are performing their job better (i.e., those parents who are working) because of their increased command of the English language.

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Data gathered in the questionnaire concerning the attitude of the parents toward their children's schooling suggest strongly that the Program directors should seek methods whereby attitudinal changes on the part of the parents may be brought about. One method, which has the advantage of being implemented without further expenditure of funds, is the instituting of a tutorial program in which parents become tutors to their children at various school sites.

Benefits derived from such a tutorial program are manifold: (1) parents will receive the opportunity to make use of the sentence patterns that they have learned in their own classrooms; (2) the children who will be tutored have at hand additional resources; (3) parents have a first-hand impression of the learning difficulties that their children may be experiencing.

The recommendation advanced here is in line with the stated purpose of the Asian Newcomer Parent Program:

> . . . (A) family approach enables these Asian immigrant parents and their children, attending separate but similar concurrent programs, to learn the English language, to understand American ways and culture, and to transcend cultural and communication barriers within the family unit. (See Appendix II, Par. 1.)

Other methods of bringing about parent attitudinal changes vis-a-vis their offsprings' schools may have effect of imposing the Program's own expectations upon the parents, with a subsequent loss of acceptance.

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While the Program appears to be generally successful in meeting the broader needs of its clientele, a more penetrating question that must be asked is

> How well is the Program meeting the individual needs of the participants?

An attempt was made to determine if in fact individual needs were being met, by cross tabulating certain key items and determining the appropriate percentage response. For example, although it is "good" that 55 percent of the participants feel that they can write English, we must ask ourselves, "What percentage of those students who entered the Program wanted to learn how to write English and can now do so with some degree of proficiency?" Clearly, if this percentage is higher than 55 percent, the Program is meeting the needs of those students who wish to learn to write English.

The results of the cross tabulations of certain variables taken from Questions 1 and 2 are presented in Table VII. It can be seen that with regard to reading, writing and understanding English, learning about the new community, and making new friends, the Program was successful in meeting individual needs, because the percentage of "successes" for those wishing to improve themselves in these areas was higher than for the general class as a whole. ("Speaking" was checked by everyone; thus, it is not appropriate to cross tabulate this variable.)

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Table VII: Cross Tabulations of Selected Variables
(Items 1 and 2)

Variable	Percentage of Those Who Have Skills	Percentage of Those Desiring Training
Learned to understand some English	63%	73%
Learned to write some English	55%	69%
Learned to read some English	53%	65%
Made new friends.	67%	78%
Knew about community resources.	31%	51%

Two cross tabulations were made with respect to job performance. Generally, throughout all the participants, 69 percent stated that they now perform their jobs better because they have learned to understand English better (Question 11). It was decided to cross tabulate those students who had stated that they wished to do their job better with Question 11. It was found that of those who so stated, 73 percent of those responding to Question 11 now feel that they are doing better on their jobs.

The second cross tabulation was a double cross tabulation. Students who checked the item, "wanted to understand English" (Question 1), and the item, "now understand English" (Question 2), were tabulated on their perception of their job performance. It was found that of those responding to Question

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11, 73 percent felt that their job performance had improved due to their ability to understand English.

It may be noted that both of these figures are above the 60 percent reported for the general population of participants. While apparently not as dramatic as some of the results shown in Table VII, the Program is reasonably successful in meeting the needs of these students as well. The directors and planners of ANPP are advised to study the implications of these data.

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(Questionnaire administered to seventy-five participants in ANPP)

Name_____

1. Please check the reason or reasons which are true. In coming to the Asian Newcomer Parent Program, I wanted to:

_____ learn to understand English
_____ learn to speak English
_____ learn to read English
_____ learn to write English
_____ learn to help my children in their school work
_____ get a job
_____ meet new people
_____ generally learn
_____ understand my new community better
_____ learn about community resources
_____ get a better job
_____ do my job better
_____ relieve my boredom
_____ other reasons _____
_____

2. Since coming to ANPP, I have

_____ learned to understand some English
_____ learned to speak some English
_____ learned to read some English
_____ learned to write some English
_____ been able to help my children with their school work
_____ got a job
_____ made new friends
_____ generally learned
_____ understood my community better
_____ knew about community resources
_____ got a better job
_____ relieved my boredom
_____ what else? _____
_____

3. Do you plan to attend classes this summer or next fall?

_____ yes
_____ no; if no, why? _____

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4. Do you go anywhere recreationally where English is spoken (movies, park, shopping centers, the zoo, etc.)

_____ yes
_____ no

5. Does the ANPP curriculum relate well to your needs in English?

_____ very well
_____ somewhat
_____ not very well

6. Do you now <u>understand</u> some English in the following areas? Please check:

	A Lot	Some	Very Little	Not Applicable
On your job				
In your daily activities				
At home with children and spouse				
With community or government agencies				

7. Do you now <u>speak</u> some English in the following areas? Please check:

	A Lot	Some	Very Little	Not Applicable
On your job				
In your daily activities				
At home with children and spouse				
With community or government agencies				

8. How interesting are the ANPP classes?

_____ very interesting
_____ interesting
_____ not very interesting

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9. How often do you come to class?

_____ almost every day
_____ about half the time
_____ less than half the time

10. Did you obtain a job since coming to the ANPP?

_____ yes
_____ no

If yes, did ANPP help you to get the job?

_____ yes
_____ no

11. If you work, do you perform your job better now because you understand English better?

_____ yes
_____ no
_____ no, don't use English on my job

12. If you work, do you perform your job better now because you speak English better?

_____ yes
_____ no
_____ no, don't use English on my job

13. How much money does it cost you to come to class each day (baby sitter, transportation, etc.)?

_____ none
_____ $0.01 - $0.50
_____ $0.51 - $1.00
_____ more than $1.00

14. How often do you stay after class or during the break to talk with the teacher or students?

_____ often
_____ sometimes
_____ hardly ever

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15. Have you made some new friends at ANPP?

_____ yes
_____ no

In the following questions - If you have more than one child, answer for the oldest child in elementary school

16. Do you like your child's school?

_____ very much
_____ it's okay
_____ not very much

17. Have you visited your child's school?

_____ yes
_____ no
If yes, was it for

_____ parent-teacher conference
_____ meeting
_____ Open House
_____ other reason(s); please specify

_____
_____

18. What are the name(s) of your child/children's

_____ principal(s) _____
_____ school(s) _____
_____ teacher(s) _____

19. Do you help your child with his homework?

_____ often
_____ sometimes
_____ not very often
_____ never

20. Does your child understand his school work?

_____ almost always
_____ most times
_____ hardly ever

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Child's Name _____ School _____ Date _____

Name of ANPP Parent _____

1. What grade are you in? _____

2. What are your two favorite subjects? _____ and _____

3. What two subjects do you do best in? _____ and _____

4. How often did your parents come to your school this year, not counting taking you to and from school?
_____ never _____ once _____ 2 or 3 times _____ more than 2 or 3 times

5. How often do your parents help you with your homework?
_____ often _____ sometimes _____ not very often _____ never

6. Do you like school?
_____ yes, very much _____ it's okay _____ not very much _____ not at all

7. Is your father attending English class?
_____ yes _____ no If yes, where? _____
Has he learned any English?
_____ a lot _____ some _____ a little _____ none

8. Is your mother attending English class?
_____ yes _____ no If yes, where? _____
Has she learned any English?
_____ a lot _____ some _____ a little _____ none

Sample Questionnaire - Participant's Child
Results and discussion will be included in mid-year report.

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Dear _____:

It has been several months since you left Asian Newcomer Parent Program. We hope that you and your family are well. We are enclosing a sheet that we hope you will fill out and return to us so that we may improve our service to newcomers. Thank you.

1. Are you still attending ESL classes? yes____ no____
   If yes, where?_____
   Does this program suit you better than ANPP? ____ ____
   Why?_____
   Does this program suit you less than ANPP? ____ ____
   Why?_____

2. Since attending classes at ANPP have you

		often	sometimes	never
a.	Shopped at a supermarket?	____	____	____
b.	Taken public transportation outside of Chinatown?	____	____	____
c.	Shopped downtown (Market Street)?	____	____	____
d.	Gone to a post office or bank outside Chinatown?	____	____	____
e.	Spoken some English to your children or spouse?	____	____	____
f.	Spoken some English to your friends?	____	____	____
g.	Spoken some English to a Westerner?	____	____	____
h.	Attended a school parent-teacher conference?	____	____	____
i.	Attended a meeting at your child's school?	____	____	____
j.	Used services such as the Health Center, Family Planning or Telegraph Hill Clinic?	____	____	____
k.	Found a better job?	____	____	____
l.	Used other services you learned about at ANPP?	____	____	____

   Which one(s)?_____

   m. Can you tell us what you learned at ANPP that was helpful to you?

   _____

   _____

   n. Now that you have been in San Francisco a while, what other topics do you think that ANPP could be teaching newcomers?

   1._____
   2._____
   3._____
   4._____

Thank you again for your cooperation.

Sincerely yours,

ASIAN NEWCOMER PARENT PROGRAM

Sample Questionnaire - Former Participants
Results and discussion will be included in mid-year report.

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Please tell us which of the following topics are the most interesting for you to learn about in English.

1 - very interesting 2 - interesting 3 - not interesting

You have to use each number at least one time.

_____ recreation

_____ your children's experience in school

_____ American food

_____ problems you and your children have adjusting to the new culture

_____ grooming

_____ radio, newspaper, T.V.

_____ emergencies

_____ talking to your children in English

_____ geography (California)

_____ geography (United States)

_____ government of the United States

_____ employment

_____ problems of American society

_____ health

_____ travel

Sample Questionnaire
Third Year Curriculum Ideas Administered June, 1973

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Office of the Principal
FREMONT SCHOOL FOR ADULTS
1401 TWENTY FOURTH STREET
SACRAMENTO, CALIFORNIA 95816

June 12, 1973

Mrs. June Quan, Director
Asian Newcomer Parent Program
2 Waverly Place
San Francisco, California 94108

Dear Mrs. Quan,

Thank you for your letter of June 8. Yes, we are very interested in getting the materials for Cycle II--the teacher guides, the teacher notes, the sample handouts, the visuals, etc. I signed the roster in San Diego and wondered why I had not received any material. So, yes, I am interested in receiving the Cycle II lessons.

As for a progress report. We have most of the lessons ready for use. It takes time to get all the teacher guides duplicated and the lessons dittoed. We still do not have all the visuals that are needed. But we will continue to work on that. We had hoped to have actual pictures of the different locations such as banks, stores, etc. and a student in a photography class was to do the work. As of this time the pictures haven't been taken but I hope arrangement can be made to do so.

Several of the teachers have been using the material. They are all enthusiastic about the material. Since only one teacher can use the material at any given location, not too many teachers have tried the material. I think that as the teachers become acquainted with the material they will use it more. We feel that it is very practical and the adult students need the information as taught in these lessons.

We are hoping to put the Cycle II material into use in conjunction with Cycle I next fall. So whenever possible I do hope that you can send this material.

If there are any other questions or information that you need, please feel free to ask. We certainly appreciate all the help you have been to us.

Very truly yours,

John R. Halbrook
Americanization Coordinator

JRH:mm

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Judge Harry Low visited the Asian Newcomer Parent Program recently. He is seen with community coordinator Betty Wong (left) and director June Quan.

PARENT PROGRAM AIMS TO CLOSE CULTURAL GAP

By KATIE CHOY

"Thank you for helping us. Thank you for vis---si---visiting us!" said the Chinese woman haltingly.

The woman had been learning English for a couple of months and beamed with a red face after she finished her two sentences thanking Dr. T. Kong Lee, president of Lincoln University, member of the National council on Adult Education and member of Board of Governors, Education Center for Chinese.

FUNDS

The woman was a student from the Asian Newcomer Parent Program and Lee was honored for obtaining funds for the program for the coming year.

The program is in its third year of operation. Originally it was funded as an Adult Basic Education demonstration project. Its main functions are to teach English and to orient the newcomer to the community and American culture.

The program originally provided for newly immigrated Asian parents with children in a similar program at the Chinese Education Center. However, according to Oei, not enough students attended so the program has since been open to the entire community.

EDUCATION CENTER

Oei explained that the Chinese Education Center (C.E.C.) and the Parent Program (A.N.P.P.) were part of the Education Center for Chinese. She said the C.E.C. was a unit of, and funded by, the San Francisco Unified School District, while the A.N.P.P. was funded through a grant from the Adult Education Act.

Oei said that C.E.C. was concerned with immigrant children and the A.N.P.P. was concerned with the immigrant parents. The idea, she said, was to orient the entire immigrant family, including the junior high and senior high school children.

GAP

She said a cultural gap now exists between the immigrant children who pick up American culture from school and the parents who retain their old culture. She said the program was formed to resolve this problem.

The program is divided into two cycles of ten mini-units. Cycle one consists of mini-units covering the topics of clothing shopping, banking, housing, employment, health, education, post office, transportation, telephone, and food shopping. Cycle two covers the same topics at a more advanced level.

SCREENED

When the immigrant first comes in, he will be screened, interviewed, tested and placed in the proper language program. He will them complete cycle one and two and finally receive counseling and information on Level 200 ESL with the Community College District program or other programs.

The program has been serving as reception center cooperating with other agencies. Thus, the following services are offered: reception and screening for proper placement in a language program; initial counseling/referral for family, social, medical and employment needs; orientation to the community and its resources focusing on the educational system; English language development programs; and articulation with continuing educational programs.

OVERLAPPING

According to Oei, there now exists many individual programs all teaching beginning English. She said there was a lot of overlapping. She said the ideal situation is to have one central agency coordinate all the programs, which will teach different levels of English, and to send the immigrant to the appropriate program.

Our ultimate goal is to bring a curriculum (for Chinese immigrants) into the community college system," said Oei.

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